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The effectiveness of instruction at the Jordan and Lakewood Extension Campuses of Long Beach City College (LBCC) was examined by questionnaire and interview. A 4-item questionnaire was used for the extension students and a 7-item one for the evening high school graduates. Interviews were conducted with 25 former students (on the quality and utility of the courses they had taken) and with selected employers and subsequent educators of the graduates. The extension students and evening graduates were all asked how many classes they were taking, why they were attending, and where they heard of the program; the extension students were also asked what other courses they would like to see offered and the evening graduates were asked what subjects were most helpful, how they rated course quality, what comments or criticisms they had, and whether they planned to continue at LBCC. The general conclusions were that the programs were comprehensive, well structured, well taught, well organized, and pertinent to community needs. Among the recommendations were (1) wider public distribution of information on college opportunities and class schedules, especially through the newspapers, (2) more contact between college personnel and key members of the community, (3) establishment of follow-up procedures for continuing evaluation, and (4) more institutional research with help from the student personnel and registrar's offices. (HH)

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AN EVALUATION OF THE EFFECTIVENESS OF THE JORDAN AND LAKEWOOD EXTENSION CAMPUS PROGRAMS OF LONG BEACH CITY COLLEGE

by

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UNIVERSITY OF CALIF.
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I. STATEMENT OF THE PROBLEM

In order to construct and sustain a vital educational program in a large, urban community college, a constant vigil must be maintained to insure the high quality, the proper quantity and the most effective distribution of courses which are basically designed to meet the needs of a wide variety of students in a rapidly changing society. To that end, the problem selected for study was: to evaluate the effectiveness of the Long Beach City College Jordan and Lakewood Extension Campus programs in reaching and serving their respective areas, and in meeting the needs of their students.

II. IMPORTANCE, RELEVANCE AND IMPLICATIONS

Evaluation of an educational program is, essentially, a measure of its effectiveness. Community colleges, supported as they are by public funds, are constantly evaluated by that public which, too often, subjectively labels a college as being "good" or "bad" on the strength of the football team's won-lost record or the size of its marching band. More insightful citizens such as community leaders, employers, students and some educators evaluate effectiveness in a different context, but often suffer from tunneled vision and react only to those facets of the college which directly concern them.

Long Beach City College, as shall be seen in Part III, is an exceptionally large junior college with an exceptionally comprehensive curriculum which, without constant evaluation, could easily become a victim of its own size and comprehensiveness: it could conceivably be reduced to mediocrity by leaving things as they are. The extension campuses could become the most vulnerable part of such a hypothetical decay inasmuch as they are away from the major campus, the contract academic community and, thus, away from the "mainstream." Under these circumstances, evaluation is essential.

The acquisition of a large body of data in itself is inadequate for evaluation of the effectiveness of a program. Its organization and perceptive analysis are imperative to support change and to increase the value and utility of the education offered. Through a series of surveys and

interviews, it was considered possible to determine the needs of the community and its students, to measure the effectiveness of the education received through the extension campuses in terms of respondants' definition of needs, and to derive information to support change in the areas of course structure, the development of new courses and curricula, scheduling and the balance of course offerings from one location to another.

Often unnoticed, but commensurate with the failure or success of a program is a public information aspect which is vital to its existence: a college may have a complete and comprehensive program but it would be of little value if the public were not aware of its availability. As important as quality education itself, effective public relations and communications are a vital part of the total worth of the extension campus concept for without public knowledge and understanding, the effectiveness of the community college would be seriously delimited.

In summary of purpose, it should be noted that this is an experimental study of the effectiveness of two large extension campuses of a large community college. It is not an evaluation of the entire college nor of the total extension campus.program. In time, with the benefit of knowledge gained through experience and with certain refinements, it is possible that this study might be extended to include larger segments of the college. The administration has given projects of this type its full support.

III. REVIEW OF INFORMATION BEARING ON THE PROBLEM.

Long Beach City College is one of the largest community colleges in the nation. Enrollment of full-time and part-time students currently exceeds 25,000 each semester with additional thousands of citizens attending the many forums, lectures and other community service programs offered by the college. Located in an urban area having a population of 400,000, it is a two year, multicampus institution which offers the Associate in Arts and Associate in Science degrees; college and university transfer programs; vocational curricula; courses in Americanization and citizenship; a wide range of general education and community service classes; and, high school credit courses leading to the diploma. These programs are offered both day and evening from seven o'clock in the morning until ten o'clock in the evening at the Business and Technology Campus, the Liberal Arts Campus and at over forty Extension Campuses throughout the community.

The college is part of a unified (K-14) school district, a monolithic organization consisting of a five member board of education, a superintendent and a more or less traditionally patterned district administrative structure in which the college president holds the rank of assistant superintendent.

The stated function of the college as it appeared in the 1960 Application for Accreditation is still pertinent. To fully understand the relationship of the extension campuses to the total program and their relevance in the philosophy

and purpose of the college, it would be appropriate to quote from that reference before proceeding further.(4:14-16)

"1. Transfer function: To provide lower-division offerings (grades thirteen and fourteen) transferable to other institutions of higher learning.
2. Remedial instruction: To provide opportunity for students to remedy deficiencies in training or in academic competence, specifically-
   a. To provide opportunities for students to remove matriculation deficiencies in order to qualify for admission to the collegiate institutions of their choice. This may involve the removal of subject or scholarship deficiencies.
   b. To provide an opportunity for students to demonstrate the capacity to maintain an acceptable standard of scholarship in subjects of college grade over an extended period.
   c. To provide an opportunity for students to take remedial courses in areas in which they posses insufficient skill or competence (i.e., remedial courses in reading, English, speech, arithmetic, techniques of study, and the like).
3. Civic and general education: To provide students with the kind of education designed to develop competence as an individual and a citizen and as an effective community leader.
4. Education for occupational competence: To provide courses designed to develop the occupational competence of students. This may be amplified as follows:
   a. To provide vocational curricula of not more than one or two years' duration.
   b. To provide vocational education qualifying students for occupations of subprofessional level, in trades and industry, traffic and transportation, office occupations, personal service, sales and merchandising, and homemaking.
   c. To provide training opportunities appropriate to the needs of technical, skilled, and semi-skilled workers who may receive training preparatory to entering an occupation or as apprentices and qualify as journeymen, master-tradesmen, foremen, leadmen, managers, craftsmen, artisans, mechanics, technicians, sales personnel, office workers, and the like.
   d. To provide open-ended occupational curricula leading to further study on the baccalaureate level.

e. To provide training opportunities for workers enabling them to upgrade their skills or employment qualifications, or prepare for another category or level of employment.

5. Community service: The Education Code charges a junior college with responsibility for the education of adults and minors who may properly be admitted but who are not classifable by grade. The function may be described as follows:
   a. To provide appropriate offerings in the field of Americanization and citizenship training for the foreign-born.
   b. To provide opportunities for native-born adults to improve their competence as citizens.
   c. To meet local needs in the field of literacy education, provide sound training in the skill subjects, and meet general community needs for the basic education of adults.
   d. To provide suitable offerings in the field of family-life education, including such aspects as food, nutrition, clothing, parent education, child development, home beautification and home furnishings, family economics, marriage and family relations, and the like. The ultimate goal is the improvement of family life and family membership.
   e. To cooperate with the Long Beach Evening High School in providing opportunities for adults to complete requirements for deferred high school graduation.
   f. To provide opportunities for adults to achieve a liberal education through forums, other cultural activities, and classes within the area of general education.
   g. To provide offerings which tend to enrich the leisure-time activities of adults.
6. Orientation and guidance: To assist students to "find themselves." A program of training and guidance designed to aid every student to discover his aptitudes, choose his life work, and prepare for the successful pursuit of such work is a basic function of the Long Beach City College."

In an attempt to implement the stated functions, Long Beach City College attempts to make education convenient for its citizens and operates extension campuses throughout the city to bring education near to those who desire its benefits. Course offerings are largely the same as those

on the two major college campuses and while some morning and afternoon classes are held, the majority of classes meet in the evening at three locations: the Jordan Extension Campus (daytime, Jordan High School), the Lakewood Extension Campus (daytime, Lakewood High School) and the Millikan Extension Campus (daytime, Millikan High School). Faculties are developed from the contract college staff on an overtime pay basis; from contract Long Beach Unified School District (Board, high school, junior high school and elementary school) certificated and classified employees on an overtime pay basis; from nearby California State College at Long Beach and the community at large on an hourly pay basis.

The two extension campuses selected for study are located in different but "typical" urban fringe communities. Jordan Extension Campus is located in the north-west corner of the district, near the Long Beach Freeway, the Los Angeles River, Compton and Paramount, and is six miles from both the Liberal Arts and the Business and Technology Campus. While there is a small area of apparent wealth and affluence, the majority of residents of the area tend to be unskilled and semi-skilled workmen who are employed in oil fields and refineries, automobile assembly plants, in lower-paid clerical positions and as laborers in industries which are within easy driving distance of their homes. Area houses are quite small and poorly kept but color television and new automobiles are a frequent sight.

Lakewood Extension Campus is located in the north-east quarter of the district, one mile from the Liberal Arts

Campus, seven miles from the Business and Technology Campus and near the large McDonnell-Douglas Aircraft Company where many of the area residents are employed. The socio-economic level is higher than in the Jordan area with two larger areas of considerable affluence apparent and a large majority of moderately sized, generally well-kept homes. Employment patterns tend toward the skilled, highly skilled and semi-professional with a small minority of professional persons in the area.

The school facilities are adequate in each case with age being the most obvious difference, Jordan being the older plant by twenty years. In these surroundings, the majority of the survey was accomplished.

IV. METHODS EMPLOYED IN THE STUDY

Precise scientific measurement of a vaguely defined, multifaceted and extremely complex process such as evaluating the effectiveness of an educational program is impossible. It was determined that, subjective though they may be, opinions of persons affected by the programs of education at the extension campuses would provide the most reliable data for the study. It was further determined that it would require four separate survey processes to obtain categorically independent data for comparative and analytic purposes. A description of each follows.

The General Survey of Extension Campus Students

This questionnaire (see Appendix A) was administered to all students at the Jordan and Lakewood Extension Campuses by instructors in their classrooms. While caution to avoid duplication was emphasized, no control was possible. Structured for brevity and ease of response, this survey revealed far more than its four brief questions would lead one to believe at first reading. By answer, this survey provided data on student load, reasons for attending, how they learned of the program, suggestions for improvement and revealed area differences. By implication, correlation and analysis, data for area curricular balance, schedule, needs and community relations were readily apparent. Findings with multiple answers for the same questions were discarded in favor of validity over sample size.

The Survey of January Long Beach Evening High School Graduates

The General Survey (above) provided information valuable on a large scale. However, it was deemed desireable to isolate a smaller more homogeneous group of students and administer a survey of their opinions to underscore or invalidate findings of the larger sampling. The January graduates of the Long Beach Evening High School program of the college were found to be the only group capable of identification and isolation from all other groups represented on the Jordan and Lakewood Extension Campuses: transfer students do not all transfer; some non-transfer students transfer; students enrolled in degree programs do not all achieve the degree, students in enrichment and/or general education courses often graduate and/or transfer. The students in the category surveyed answered the questionnaire (see Appendix C) at the time they applied for graduation and control was, therefore possible. Again, duplication of answers for questions requesting a single response were eliminated from the compilation of results.

Interviews of Former Students

While difficult to locate and interview, a sampling of twenty-five students was randomly selected from those who had attained a particular level of education exclusively from the Jordan and Lakewood Extension Campuses. They were questioned as to the quality, utility and appropriateness of their educational experiences relevant to their present station

in life as employers, homemakers and/or students. It was the hypothesis that the information obtained from this category of interviewees would offer data for comparison with data collected from employers, community leaders and selected educators in the survey following.

Interviews of Employers and Educators

Final evidence of the effectiveness of the extension campus programs was obtained from those who employ and/or further educate the products of the system. It was anticipated that this area would produce the most criticism of the educational program and reveal curricular weaknesses not apparent to previous groups which are identified with and are, or have been, closely associated with the college. Interviews were more formally structured in this area of exploration.

V. RESULTS AND ANALYSIS

A. THE GENERAL SURVEY OF EXTENSION CAMPUS STUDENTS

Question 1: How many classes are you taking this semester?

Number of Classes	Jordan Extension Campus		Lakewood Extension Campus		Totals	
	Students	Percent	Students	Percent	Students	Percent
1. One	394	60.2	1,343	73.1	1,737	69.7
2. Two	130	19.9	275	14.9	405	16.2
3. Three	104	15.8	119	6.4	223	8.9
4. Four	21	3.2	50	2.3	71	2.9
5. Five	6	0.9	52	2.8	58	2.3
Totals	655	100.0	1,839	100.00	2,494	100.00
	Average: 1.64 classes per student		Average: 1.6 classes per student		Average: 1.6 classes per student	

Question 2: What is your main reason for enrolling in Long Beach City College Extension Campus courses?

Reason	Jordan Extension Campus Number	Percent	Lakewood Extension Campus Number	Percent	Totals Number	Percent
1. To learn or to improve personal skills	284	50.0	695	52.4	979	51.8
2. To obtain course credit toward an AA or AS degree	41	7.3	307	23.2	348	18.4
3. To obtain course credit toward a High School Diploma	144	25.4	142	10.7	286	15.2
4. "For fun" - to take a course you have always wanted to take or to spend a profitable evening away from household cares	49	8.6	80	6.1	129	6.8
5. To obtain an immediate salary increase at your place of employment	12	2.1	55	4.2	67	3.5
6. For personal or family security (Preparation for unanticipated family crises for which you might be called upon to provide financial support)	19	3.3	34	2.5	53	2.8
7. Other	19	3.3	11	0.9	30	1.5
Totals	568	100.0	1,324	100.0	1,892	100.0

Question 3: How did you first learn about Long Beach City College's educational opportunities at Extension Campuses such as Jordan, Lakewood, Millikan, elementary schools, libraries, and churches?

Method	Jordan Extension Campus Number	Percent	Lakewood Extension Campus Number	Percent	Totals Number	Percent
1. From personal contacts who were already familiar with the college (friends, neighbors, relatives, etc.)	392	66.4	687	50.0	1,079	54.9
2. From college-published literature	61	10.4	266	19.3	327	16.6
3. From a counselor or a program adviser	83	13.9	155	11.2	238	12.1
4. From publicity at place of employment	13	2.1	141	10.3	154	7.8
5. From local newspaper	28	4.9	66	4.8	94	4.8
6. Other (PTA, Navy I & E Office, etc.)	2	0.3	47	3.4	49	2.4
7. Forums and lectures	6	1.0	7	0.5	13	0.7
8. Publicity at place of worship	6	1.0	5	0.5	11	0.7
Totals	591	100.0	1,374	100.0	1,965	100.0

Question 4: What classes would you like to see offered at a Long Beach City College Extension Campus near your home? (Suggestions for seldom-offered or new courses are welcome)

A complete listing of answers is included as Appendix B. Responses are listed by extension campus and are compared with the catalog and schedule of classes for analysis.

Analysis of the General Survey of Extension Campus Students shall be discussed by question. Question one was designed to show student class load and to discover if significant differences in load existed between the Jordan Extension Campus and the Lakewood Extension Campus. It was found that while no difference existed between the separate locations in average classes per student, a larger percentage of the Jordan Extension Campus were enrolled in two or three classes. This indicated the possibility of the existance of a greater sense of anxiety and urgency on the part of students in that area to reach goals which are explored in question two. Data collected also reveals the effectiveness of the counseling program which advises students to keep the class load practical and manageable in terms of time allotted to education by persons who, for the most part, are employed full time. Emphasis is on quality and depth of learning, not upon the speed of attaining goals.

Question two was designed to discover students' reasons for attending classes at Extension Campuses (convenience being a primary presumption) to obtain data which would be useful for overall curriculum development, schedule making and

balance with regard to area differences, if any. Analysis revealed an unanticipated emphasis on the improvement of personal skills as the major reason for attendance by a two-to-one margin (51% total) over all other reasons. These statistics justify the large number of general education courses offered and point toward an area for further research and possible development. Secondary reasons for attendance indicated a large area difference in students' goals. The Jordan area recorded slightly over one fourth of its respondents actively pursuing a high school diploma with seven percent pursuing a degree program. Percentages were nearly reversed in the Lakewood area. This is interpreted as a reflection of the socio-economic differences of the two locations and indicates curricular directions to explore. Implications of these findings and the previously mentioned (question one) differences in student class load would indicate that it is strongly possible that persons involved in the pursuit of a high school diploma are motivated toward quicker attainment of goals and take more classes per week than do other students for other reasons. Paradoxically, however, a larger percentage of Jordan Extension Campus students take classes "for fun" than their counterparts at Lakewood Extension Campus. Similarly, it is paradoxical that while much lip-service and publicity is given to education for family security and salary increases, these are apparently nearly negligible considerations of students in the areas surveyed, there being only about three persons per hundred with such interests, respectively.

Question three was submitted to students in an effort to obtain data for the evaluation of the effectiveness of college efforts in public relations and publicity, the premise being that the public must be made aware of opportunities first in order to decide upon their personal value. It has often been stated that the best advertisement for anything is a satisfied customer, and apparently the college has them in abundancy. However, responses to this question may be interpreted both positively and negatively: the college should take great pride in its large percentage of "personal referrals" but should seriously investigate its other areas of effort which appear to be nearly futile by comparison. While college-published literature holds second place among eight publicity-public relations vehicles, it is significant to note the low percentage of students who first learned of extension campus programs via this method: ten percent from Jordan, nineteen percent from Lakewood; and, an average of sixteen percent overall. Less effective, still, were counselor-advisor referrals upon which great confidance had been placed prior to this survey, a category which also includes relationships with ministers, employers and the local newspaper. Strength in the employer relationship in the Lakewood area was due largely to the influence of the McDonnell-Douglas Campany which strongly supports and encourages continuing education. Implications drawn from this study reveal:

1. the basic differences in the communities served by the two extension campuses

2. that the proximity of the Lakewood Extension Campus to the Liberal Arts Campus and the football stadium likely increases awareness of the college program.
3. that counselors, ministers and smaller business management should be advised more fully and their support actively sought.
4. that a re-evaluation of newspaper technique is needed and a greater cooperation of its management solicited.
5. that college-published literature is ineffective, is of insufficient quantity or is ineffectively distributed.

It is clear that this entire area is in need of further evaluation and preparation for change.

Question four had as its purpose a further test of the effectiveness of college published literature as well as granting an opportunity for students to participate in curriculum development. Results (Appendix B) indicate that a large segment of the current student population was unaware of the total scope and comprehensivemess of the extension campus program. Many of the suggestions are already offered in the extension program as noted in this study and other courses students suggested are offered at one of the major campuses in the daytime and/or evening. Approximately ninety percent of all courses suggested are currently offered by the college. Of the remaining ten percent, five percent are not authorized by the State Department of Education and

two percent are carried by the recreation department, a city function with which the college does not compete. Three percent remain as new directions for investigation and possible development. Of greatest concern in this data is the serious deficiency that even those who know about part of the program are, for some reason, unaware that a course they would like to take may be offered at the very location where they filed their survey. A comparison can be made from the types of courses desired from each location and a clearer profile of students can be drawn from the differences, similarities and total numbers which reinforce the socio-economic differences referred to previously in the study.

B. THE SURVEY OF JANUARY LONG BEACH EVENING HIGH SCHOOL GRADUATES

Question 1: How many classes are you taking this semester?

Number of Classes	Students	Percent
1. One	38	21.3
2. Two	90	50.0
3. Three	44	23.2
4. Four	9	5.5
5. Five or more	0	0.0
Total	181	100.0

Average: 2.1 classes per student

Question 2: Why did you want to finish high school?

Reason	Number	Percent
1. To qualify for higher education	111	58.6
2. To qualify for a job	32	16.8
3. Personal satisfaction	22	11.5
4. Improve job status	16	8.4
5. Improve reading, writing, speaking	9	4.7
Total	190	100.0

Question 3: How did you first learn about Long Beach City College's educational opportunities at Extension Campuses such as Jordan, Lakewood, Millikan, elementary schools, libraries, and churches?

Method	Number	Percent
1. From personal contacts who were already familiar with the college (friends, neighbors, relatives, etc.)	120	60.8
2. From a counselor or a program adviser	27	14.1
3. From publicity at place of employment	21	10.7
4. From college-published literature	11	5.6
5. Other (other district referrals)	9	4.6
6. From local newspaper	6	4.2
7. Publicity at place of worship	1	0.0
8. Forums and lectures	0	0.0
Total	195	100.0

Question 4: What subject(s) did you find most helpful?
(Multiple answers acceptable)

Subject	Number
English or Speech	100
Reading	15
History	38
Government	78
Psychology or Sociology	69
Mathematics	36
Science	20
Business (Typing, Filing, etc.)	17

Question 5: Check the word which best describes the quality of courses you have taken in the Long Beach Evening High School Department of Long Beach City College.

	Students	Percent
Outstanding	49	27.1
Good	106	58.5
Satisfactory	21	11.6
Fair	5	2.8
Unsatisfactory	0	0.0
Total	181	100.0

Question 6: What suggestions, criticisms or comments can you make about the Long Beach Evening High School? (Registration, counseling, courses, class content, hours, etc.) Your frank opinions - positive or negative are welcomed.

No responses of significance were received.

Question 7: Are you planning to continue your education at Long Beach City College next year?

Yes - 128 No - 31 Undecided - 7

Analysis of the data contained in this survey supports the findings in the General Survey. One point which was conjectured in the previous survey was clarified here: evening high school students tend to take more than the average number of classes taken by all students. A statistic which must be considered gratifying to the college is that twenty-seven percent of the respondents rated the quality of courses "outstanding" and fifty-eight percent rated the quality as "good." If these are combined, over eighty-five percent of the graduates consider that they have enjoyed an "above average" education. None rated the quality unsatisfactory and only five of the total figure were mildly dissatisfied. An interesting finding was that when responses to question six (suggestions, comments, etc.) were compared with the rating of quality (question five), it was found that approximately forty percent of those who checked "good" in the rating used the terms "excellent," "outstanding" and "superb" in writing their comments. This could not be explained by respondents

when interviewed and asked about the paradoxism. In summary, the conclusions drawn from this aspect of the study indicate that the findings relevant to the smaller, identifiable group are supportive and not significantly different in any aspect from the large general sampling, showing extension campus strength on a braod spectrum.

C. INTERVIEWS OF FORMER STUDENTS

Due to the small size of the sample and the diversity of current occupations of those interviewed, no categorical data of value could be recorded. Each former student was necessarily treated as an individual study from which general information was extracted to provide the general evaluation which will follow. Examples of persons whose education through a particular finishing point (diploma, transfer, degree, job) was completed wholly through the Jordan Extension Campus or the Lakewood Extension Campus were difficult to locate as it is the usual practice of evening students to attend more than one extension campus during their educational career. Additionally, ages varied from twenty years of age to fifty-one years of age, there were twenty one males and four females, and occupations ranged from housewife, clerk, candidate for the M.A. at Stanford University, laborer and draftsman to ex-convict to show a few of the problems encountered in attempting to categorize this segment of the study. It was anticipated that this area would produce a wealth of useable data, but in fact, it produced nothing of statistical value other than the fact that none of the interviewees rated his training and/or general education as unsatisfactory. General conclusions were:

1. that all persons interviewed considered the extension campuses convenient for their purposes, but that their absence would probably not have deterred them from achieving an education.

2. that all persons interviewed felt that the quality of education was average to outstanding, however only three of twenty-five had further education upon which to base a comparison.
3. that all persons interviewed felt "better off" from having had the educational experience, but only two of the twenty-five had received tangible benefits (salary increases in both cases) from their acquaintance with an extension campus.
4. that all persons interviewed felt that the practice of bringing education to the public via the extension campus concept was a stimulus to the community to upgrade itself.
5. that only ten of the twenty-five interviewed felt that they were better citizens as a result of their education, but paradoxically all but one felt that they understood the world better, their vocation better and were better parents as a result of their schooling.

In summary, conclusive evidence of the effectiveness or ineffectiveness of the educational program at the Jordan and Lakewood Extension Campuses was not a product of this investigation. However, there was no dissatisfaction found. For the most part the few respondants available were complimentary, if non specific, and many lauded the program with no apparent reason for doing so.

D. INTERVIEWS OF EMPLOYERS AND EDUCATORS

Difficulty in identifying the extension-campus-educated employee and student hindered the progress of this aspect of the study. Findings, again in general terms, were complimentary of the college with little reservation on the part of employers and educators alike who placed the persons who were products of the extension campus program at or above average in their performance of their respective required skills. Employers were unanimously supportive of the educational program at the extension campuses. Many expressed a desire to have more students participate and asked that the college become more active in recruiting their personnel for schooling on a part-time basis.

Educators interviewed stated that extension campus students, on the average, were better students than the "regular" day students. An admitted advantage was the maturity of the extension campus student who tend to be older than the day student. Returning Viet Nam veterans also tend to raise the quality of education offered in evening extension campus classes.

In summary, the greatest outcome of sections C and D above was not in terms of evaluation, but was the discovery of a lack of any structure for follow-up studies, for not even the office of job placement is adequately structured for this function. Reliable data on former students from employers and educators remains virtually unavailable until such time as their function becomes a reality.

VI. SUMMARY AND RECOMMENDATIONS

From information available at the time of this study, it is apparent that the Jordan and Lakewood Extension Campuses are a vital part of the communities they serve and meet the needs of students effectively. Their program is large, comprehensive, well structured, well taught and pertinent to the needs of the community. No "unsatisfactory" comments were noted from over 2,500 responses to questionnaires and interviews. However, weaknesses were found in the areas of Public Relations and Public Information and in mechanisms for follow-up studies. From these findings, the following recommendations are submitted.

A. It is recommended that the Public Relations functions of the Jordan and Lakewood Extension Campuses be further evaluated and that the following measures be adopted:

1. that the college publish and systematically distribute an attractive general information flyer informing the general public of opportunities available at extension campuses city-wide.
2. that the college publish and systematically distribute an annotated schedule of classes listing the total offering of the extension program and other useful information for prospective students.
3. that all college personnel work to reestablish community contacts such as ministers and employers, using personal visits to explain the flyers and brochures in 1 and 2 above.

4. that forums and lectures be utilized as a means of disseminating extension campus literature and information.
5. that better use be made of local newspapers to build new and/or unusual college offerings.

B. It is recommended that a structure and mechanism for follow-up be established and utilized as one of the primary sources of information for constant curriculum evaluation.

C. It is recommended that further research be undertaken under the jurisdiction of the Office of Institutional Research with substantial assistance from the offices of Student Personnel and the Registrar.

It is hoped that this attempt at evaluation of the effectiveness of a large segment of an educational program has served to stimulate further interest in such studies; it was the first of its kind in the forty-one years of the college's history. Steps have already been taken to implement some of its recommendations and other areas are being studied. All has not been for naught.

APPENDIX A

TO THE EXTENSION CAMPUS STUDENT:

In an attempt to identify and better serve your needs as well as the needs of the community as a whole, it is requested that the following survey be completed and returned to your instructor. Please do not file more than one survey, regardless of the total number of classes in which you may be enrolled. Thank you.

1. How many classes are you taking this semester?_____

2. What is your main reason for enrolling in Long Beach City College Extension Campus courses? (check one)

   A. To obtain course credit toward a high school diploma. _____

   B. To obtain course credit toward an A.A. or A.S. degree. _____

   C. To obtain an immediate salary increase at your place of employment. _____

   D. To learn or to improve personal skills. _____

   E. "For fun" - to take a class you have always wanted to take or to spend a profitable evening away from household cares. _____

   F. For personal or family security. (preparation for unanticipated family crisis for which you might be called upon to provide financial support) _____

   G. Other (specify)_____

3. How did you first learn about Long Beach City College's educational opportunities at Extension campuses such as Jordan, Lakewood, Millikan, Elementary schools, libraries and churches? (check one)

   A. From local newspapers _____

   B. From college-published literature _____

   C. From a counselor or program advisor _____

   D. From Forums and Lectures _____

   E. From publicity at your place of employment _____

F. From publicity at your place of worship _____

G. From personal contacts who were already familiar with the college (friends, neighbors, relatives, etc.) _____

H. Other (specify)_____

4. What classes would you like to see offered at a Long Beach City College Extension Campus near your home? (suggestions for seldom-offered or new courses are welcome)_____

_____

APPENDIX B

GENERAL SURVEY OF EXTENSION CAMPUS STUDENTS: RESPONSES TO QUESTION 4.

	Jordan Extension Campus	Lakewood Extension Campus	Currently Offered in Extension
Aeronautics			
Advanced Aircraft Blueprint		X	X
Aeronautics		X	
Airborne Electronics		X	
Aircraft Blueprint Reading	X		X
Aircraft Ground School	X		
Aircraft Production Planning	X		
Aircraft Structures Design		X	
Celestial Navigation		X	
General Aircraft Systems		X	X
Quality Control	X	X	X
Turbine and Jet-Prop Engine		X	
Anatomy			
Anatomy		X	
Art			
Advertising Art		X	
Art Appreciation		X	X
Art Crafts		X	X
Ceramics		X	X

Art (Cont.)	Jordan Extension Campus	Lakewood Extension Campus	Currently Offered in Extension
China Painting		X	
Color and Graphics Course for Interior Design		X	X
Jewelry Making		X	
Leather Tooling	X		
Life Class (life drawing)		X	
Pastels		X	X
Plastic Art		X	
Mosaic Art	X		
Oil Painting	X		X
Sign Lettering		X	X
Silk-screen Process		X	
Water-color Painting		X	X
Wood Carving		X	
Biology			
Biology		X	
Conservation		X	
Marine Biology		X	
Microbiology		X	
Natural History		X	
Range and Wild Life		X	
Botany			
Botany		X	
Business			
Accounting (Certified Public	X		

Business (Cont.)	Jordan Extension Campus	Lakewood Extension Campus	Currently Offered in Extension
Accounting - Small Business		X	X
Advanced Commercial Air Transportation		X	X
Advanced Courses in RE, City Planning and Zoning		X	X
Airline Industry Management		X	X
Appraising		X	X
Auditing		X	
Bookkeeping	X	X	X
Business Machines	X	X	X
Business Management Courses		X	X
Business Statistics		X	
Cash Register Training Class	X		
Civil Service Preparation		X	
Classes in Data Processing		X	X
Corporate Tax (in greater detail), Gift and Inheritance Tax		X	X
Courses for Qualifying as School Clerk or Secretary		X	X
Credit and Collections		X	
Data Processing	X		X
Data Processing - Programming	X		X

Business (Cont.)	Jordan Extension Campus	Lakewood Extension Campus	Currently Offered in Extension
Data Processing - Systems and Management		X	X
Escrow Classes		X	X
Gregg Speed Building		X	X
FCC License Preparatory Course		X	
Fortran Programming; Fortran IV PL/lp.		X	
Franchising		X	X
Investments, Stock Market Mutual Funds		X	X
Legal Secretarial Course		X	X
Machine Dictaphone Transcribing	X		X
Parks Management		X	
PBX	X	X	
Programming - S360 (brushup)		X	X
Purchasing (or fashion buyer)		X	
Real Estate Appraising	X		X
Real Estate Title Examination		X	X
Salesmanship, Merchandising		X	
Sales Management		X	
Secretarial Practice	X	X	X
Shorthand 2 & 3	X	X	X
Showmanship in Selling (with situation demonstrations)	X	X	

Business (Cont.)	Jordan Extension Campus	Lakewood Extension Campus	Currently Offered in Extension
Speedwriting		X	X
Starting a Small Business		X	X
Statistical Typing	X		
Stenotype	X	X	X
Traffic - Advanced Courses		X	X
Transportation		X	X
Transportation (rates, tariffs, routine)		X	X
Travel Agency Work		X	
Typing and Shorthand Classes		X	X
Chemistry			
Chemistry		X	
Construction Trades			
Blueprint - B		X	X
Masonry		X	
Plumbing		X	
Cosmetology			
Hair Styling for Men		X	
Beauty School	X		
Creative Arts			
General Humanities		X	
Culinary Occupations			
Catering		X	
Commercial Baking (bakeries)		X	

Culinary Occupations (Cont.)	Jordan Extension Campus	Lakewood Extension Campus	Currently Offered in Extension
Commercial Cooking (restaurants)		X	
Waitress Training	X		
Drafting			
Architectural Drafting		X	
Drafting		X	X
Electrical Drafting		X	
Engineering Drafting		X	X
General Drafting Tech.	X		X
Industrial Drafting	X		X
Master Layout		X	X
Mechanical Drafting		X	
Technical Sketching (illustration)		X	
Tool Design		X	
Driver Education			
Driver Education	X	X	
Electricity			
Electrical Codes & Ordinances	X		
Electronics			
Advanced Electronic; i.e. to follow 422AB		X	
Basic Electronics - as building radios, receivers		X	
Electronics 50B (Elec. 50, Introduction to, is one semester only)		X	
Electronics 1 and 2		X	

	Jordan Extension Campus	Lakewood Extension Campus	Currently Offered in Extension
Engineering			
Engineering		X	
Surveying		X	
English			
Advanced Creative Writing		X	X
Advanced Short Story (creative writing)		X	X
American Literature		X	
Creative Writing	X	X	X
English 1A, 1B		X	X
English Composition for Business Use		X	X
English Literature		X	
English as a Second Language		X	X
Grammar and Composition		X	X
Great Books Foundation Series	X		
Penmanship		X	
Poetry	X		
Reading	X	X	X
Reading - Beginning	X		X
Remedial English	X		X
Semantics		X	
Speed Reading		X	X
The Study of the Bible as Literature		X	

	Jordan Extension Campus	Lakewood Extension Campus	Currently Offered in Extension
Fire Science			
Building Contruction for Fire Protection		X	X
Fire Dept. Apparatus & Equipment		X	X
Fire Science at Jordan	X	X	
Municipal Fire Administration Class		X	X
The Required Academic Courses for Fire Science, on a shift basis (two nights a week) such as: English, History, Pol. Science		X	
Foreign Languages			
French	X		X
German 2, 3	X	X	X
Italian	X		X
Japanese	X		X
Spanish 3	X		X
Geography			
Geography		X	X
Health Education			
Basic First Aid		X	
Survey of the Health Industry		X	
History			
History and Romance of California	X		X

	Jordan Extension Campus	Lakewood Extension Campus	Currently Offered in Extension
Home and Family Living			
Basic Home Decorating	X	X	X
Bishop Method - Sewing and Tailoring		X	
Cake Decorating	X	X	
Child Psychology		X	
Clothing Design	X	X	X
Cooking		X	X
Cooking - Gourmet	X	X	X
Cooking - Advanced	X	X	X
Family Economics & Mgt.		X	X
Fitting		X	X
Flower Arrangements for Profit		X	
Flower Arrangement (not artificial		X	
Flower Making	X	X	
Hair Styling - Makeup for working women		X	
Home Economics	X	X	X
Home Gardens	X		X
Horticulture		X	
Interior Decorating	X	X	X
Interior Decorating - Second Year		X	
Knitting	X	X	
Landscaping	X	X	X
Local Plants (identification and uses)		X	X

Home & Family Living	Jordan Extension Campus	Lakewood Extension Campus	Currently Offered in Extension
Meal Planning		X	
Nursery School Training	X		X
Nutrition - Diets	X		X
Industrial Arts			
Woodworking (woodshop)		X	X
Industrial Relations			
Public Relations		X	X
Journalism			
Journalism		X	
Machine Tool			
Tool and Die Making		X	
Tool Grinding	X		
Mathematics			
Algebra - Advanced		X	X
Algebra - Beginning		X	X
Algebra - College		X	X
Algebra - Symbolic		X	
Analytic Geometry and Calculus	X		
Calculus	X	X	
Geometry	X		X
Higher Math		X	
Modern Math - Parents	X		X
Refresher Course - Basic General Math		X	X
Trigonometry	X		X
Use of and Operation of Scales (slide rule & micrometer)		X	X

Mechanical Maintenance	Jordan Extension Campus	Lakewood Extension Campus	Currently Offered in Extension
Auto Mechanics	X	X	
Auto Repair - Minor - Women's Class	X		
Auto Shop (high school level)		X	
Automobile Maintenance		X	
Motorcycle Mechanics		X	
How to repair household items and small appliances, for the housewife		X	
Do-it-yourself type trade classes in building and repair, auto, electronics		X	
Medical Assisting			
Lab Technician		X	
LVN's New Medicine Course (required)		X	
Medical Courses	X		
Medical Terminology	X	X	
Nursing Aid Training	X		
Prenatal Care	X		
Music			
Adult Mixed Chorus		X	
Adult Musical-Instruction		X	X
Basic Music Reading		X	X
Guitar	X		
Harmony		X	
Piano - Advanced, Beginning		X	X

Music (Cont.)	Jordan Extension Campus	Lakewood Extension Campus	Currently Offered in Extension
Organ		X	X
Stringed Instruments		X	
Study of Music	X		X
Voice	X		X
Petroleum Technology			
Oil-refinery Operations		X	X
Petroleum Technology (chemistry, tank farms)		X	X
Secondary Recovery		X	X
Photography			
Color Printing		X	X
Dark-room Mechanics		X	X
Physical Education			
Archery	X		
Banding - Ballroom		X	
Dancing - Modern	X		
Exercise		X	
Golf	X		
Judo		X	
Physical-fitness program with Machines		X	
"Slimnastics", Gymnastics, Figure Control		X	
Swimming	X		
Physics			
Physics		X	
Physics 2		X	

	Jordan Extension Campus	Lakewood Extension Campus	Currently Offered in Extension
Physiology			
Physiology (elementary)		X	
Police Science			
Introduction to Law Enforcement	X		
Law and Police Science Course		X	
Law Enforcement		X	
Police Science		X	
Police Science - Advanced	X		
The Community and its Schools		X	
Psychology			
A class for adults for vocational counseling	X	X	
Business Psychology (for management)	X	X	
Self-evaluation (personal-potential courses)	X	X	
Vocational Planning	X	X	
Science			
Advanced Science	X		
Sheet Metal			
Sheet Metal	X		
Sociology			
Sociology	X	X	
Understanding Racial Problems	X	X	

	Jordan Extension Campus	Lakewood Extension Campus	Currently Offered in Extension
Speech			
Public Speaking and Orientation		X	X
Technology			
Astronautics		X	
Controls		X	X
Instrumentation		X	X
Metallurgy		X	
Theater Arts			
Dramatics	X	X	X
Welding			
Heli-arc Welding		X	
Welding or Metal Shop		X	
Zoology			
Zoology		X	

APPENDIX C

TO THE LONG BEACH EVENING HIGH SCHOOL GRADUATE:

In an attempt to identify and better serve your needs as well as the needs of the community as a whole, it is requested that the following survey be completed and returned.

1. How many classes are you taking this semester? _____

2. Why did you want to finish high school? (check one)

   A. To qualify for a job _____

   B. Improve job status _____

   C. Improve reading, writing, speaking _____

   D. Personal satisfaction _____

   E. To qualify for higher education _____

3. How did you <u>first</u> learn about Long Beach City College's educational opportunities at extension campuses such as Jordan, Lakewood, Millikan, elementary schools, libraries and churches? (check one)

   A. From local newspapers _____

   B. From college-published literature _____

   C. From a counselor or program advisor _____

   D. From Forums and Lectures _____

   E. From publicity at your place of employment _____

   F. From publicity at your place of worship _____

   G. From personal contacts who were already familiar with the college (friends, neighbors, relatives, etc.) _____

   H. Other (specify)_____

4. What subject(s) did you find most helpful? (Multiple answers acceptable)

   A. English or Speech _____

   B. Reading _____

C. History _____

D. Government _____

E. Psychology or Sociology _____

F. Math _____

G. Science _____

H. Business (Typing, Filing, etc.) _____

I. Other Courses_____

5. Check the word that best describes the quality of courses you have taken in Long Beach Evening High School.

A. Outstanding _____

B. Good _____

C. Satisfactory _____

D. Fair _____

E. Unsatisfactory _____

6. What suggestions, criticisms or comments can you make about the Long Beach Evening High School? (For example, registration, counseling, courses, class hours, etc.) Your frank opinions - positive or negative are welcomed.

_____

_____

7. Are you planning to continue your education at LBCC next year?

Yes_____ No_____ Undecided_____

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2. Fields, Ralph R. The Community College Movement. New York. McGraw-Hill Book Company, 1962. 360 pp.

3. Long Beach Board of Realtors. Personal interview with Richard L. M. Jones, Past President. December 5, 1967.

4. Long Beach City College. "Application for Accreditation." Long Beach, 1960. (Memiographed)

5. _____. Personal interview with Elizabeth D. Bernd, Department Head, Preschool Parent Education. March 25, 1968.

6. _____. Personal interview with Richard A. Carlson, Instructor of Business Machines. March 25, 1968.

7. _____. Personal interview with Thomas A. Comiskey, Assistant Dean, Business and Technology Campus and Principal, Long Beach Evening High School. December, 1967 through May, 1968.

8. _____. Personal interview with Dr. Albert G. Derian, Registrar. April 18, 1968.

9. _____. Personal interview with Gerald A. Iovine, Past President, Alumni Association, April 19, 1968.

10. _____. Personal interviews with Dr. Keith F. James, Dean of Occupational Preparation. December 7, 1967; February 29, 1968; April 18, 1968.

11. _____. Personal interviews with William G. Millington, Dean of Instruction. January 12, 1968; March 25, 1968; April 25, 1968; May 6, 1968.

12. _____. Personal interviews with Ralph D. Packard, Instructor of Business. March 4, 1968.

13. _____. Personal interview with Louise B. Reed, Head, Placement Office. May 7, 1968.

14. _____. Personal interviews with William F. Waechter, Assistant Dean of Instruction. January 1968 through May, 1968.

15. _____. Personal interviews with twenty randomly selected students. January through March, 1968.

16. _____. Personal interviews with twenty-five former students, January through May, 1968.

17. Long Beach Fire Department. Personal interview with James P. Fisher, Captain. April 22, 1968.

18. Long Beach Police Department. Personal interview with Richard A. Johansen, Patrolman. January 10, 1968.

19. _____. Personal interview with Sargeant Robert Shaw, Range Officer and Instructor of Police Science for the College. March 25, 1968.

20. Long Beach Unified School District. Personal interview with William C. Barnes, Jr., Assistant Director of Special Projects. May 4, 1968.

21. MacArthur School, Long Beach, California. Personal interview with Benjamin I. Holzman, Principal. April 30, 1968.

22. McDonnell-Douglas Company, Huntington Beach, California. Personal interview with Sandra J. Iovine, Personnel Office. May 3, 1968.

23. _____. Long Beach, California. Personal interview with Edgar S. Robinson, Engineering Supervisor. April 22, 1968.

24. _____. Personal interview with Raymond E. Widdle, Drafting Supervisor. April 22, 1968.